

20,000,000 - Below the line...

*Public Educ Appropriations
Committee January 21, 2009*

	A	B	C	D	G	H	I
1	Public Education: Budget Reduction Recommendations - 2009 General Session						
2	FY2009 One-time Reductions						
3	January 21, 2008						
4							
5	Co-Chairs Proposal						
6	Classroom Instruction						
7	Minimum School Program & School Building Program						
8	Priority	Item Name	FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #
9		MSP - One-time Reduction to Social Security & Retirement	349,906,049	(155,721,400)	-44.5%		920
10		MSP - English Language Learner Family Literacy Centers		0			914
11		MSP - Eliminate Remaining Local Discretionary Block Grant Funding (Last 5 Months)	21,820,748	(9,092,000)	-41.7%	(21,820,748)	908
12		MSP - Arts Enhanced Learning Program - Reduce Program Scope	15,820,000	(5,865,000)	-37.1%		896
13		MSP - One-time Performance-Based Compensation (Distribute \$5 Million)	20,000,000	(15,000,000)	-75.0%		
14		SBP - One-time Reduction for Capital Programs	42,288,900	(3,171,700)	-7.5%		929
15		Sub-Total Reductions		(188,850,100)			
16		Total Minimum School Program & School Building Program (State Funds)	2,512,801,486		-7.5%		
17							
18	Utah Schools for the Deaf and the Blind						
19		Item Name	FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #
20		USDB Staff Reduction Instructional Services		(963,800)		(1,266,700)	953
21		USDB Staff Reduction Support Services		(634,900)		(834,900)	956
22		USDB Eliminate Extended Year Program		(85,000)		(244,000)	938
23		USDB Reduce Kitchen Staff Contract		(5,000)		(20,000)	944
24		USDB Reduce Travel		(35,000)		(35,000)	947
25		USDB Restructure Administration		(50,000)		(105,000)	950
26		Sub-Total Reductions		(1,773,700)			
27		Total Utah Schools for the Deaf and the Blind (State Funds)	25,151,200		-7.1%		
28							
29	Fine Arts Outreach						
30		Item Name	FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #
31		POPS - Proportional Reduction for Art Outreach Programs		(239,200)		(449,800)	923
32		Sub-Total Reductions		(239,200)			
33		Total Fine Arts Outreach (State Funds)	3,189,600		-7.5%		
34							
35	Science Outreach						
36		Item Name	FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #
37		ISEE - Proportional Reduction for Science Outreach Programs		(156,700)		(295,200)	893
38		Sub-Total Reductions		(156,700)			
39		Total Science Outreach (State Funds)	2,089,400		-7.5%		
40							

This year

July 1, 2008

	A	B	C	D	G	H	I
1	Public Education: Budget Reduction Recommendations - 2009 General Session						
2	FY2009 One-time Reductions						
3	January 21, 2008						
4							
5	Co-Chairs Proposal						
41	Other Programs						
42	Education Contracts						
43	Item Name		FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #
44	EdContracts - Reduce Services to Incarcerated Students (Adults)		2,701,600	(289,110)	-10.7%	(560,900)	890
45	Sub-Total Reductions			(289,110)			
46	Total Education Contracts (State Funds)		3,854,800		-7.5%		
47							
48	State Charter School Board						
49	Item Name		FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #
50	CSB Operational Savings			(41,900)		(83,700)	885
51	CSB Re-Classify Finance Position			(9,800)		(19,500)	887
52	Sub-Total Reductions			(51,700)			
53	Total State Charter School Board (State Funds)		719,600		-7.2%		
54							
55	Child Nutrition Programs						
56	Item Name		FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #
57	CNP - Reduce Match on TeFAP			(12,200)		(24,500)	881
58	Sub-Total Reductions			(12,200)			
59	Total Child Nutrition Program (State Funds)		168,100		-7.3%		
60							

	A	B	C	D	G	H	I
1	Public Education: Budget Reduction Recommendations - 2009 General Session						
2	FY2009 One-time Reductions						
3	January 21, 2008						
4							
5	Co-Chairs Proposal						
61	Other Programs - Continued						
62	Utah State Office of Education						
63	Item Name	FY 2009 Base	FY 2009	Percent	FY 2010 List	Original Line #	
64	<u>Classroom Instruction</u>						
65	USOE - Licensing - Reduce Carson Smith Scholarships	3,500,000	(187,500)	-5.4%	(375,000)	968	
66	USOE - Special Education - Sound Beginnings	350,000	(100,000)	-28.6%	(200,000)	1061	
67	USOE - SASS - CTE - Reduce On-line Testing		0		(250,000)	1019	
68	USOE - SASS - CTE - Delay General Financial Literacy	250,000	(20,000)	-8.0%	(50,000)	1013	
69	USOE - SASS - CTE - ProStart	350,000	(26,300)	-7.5%	(350,000)	1016	
70	USOE - SASS - Special Education - ASSERT	200,000	(16,700)	-8.4%	(30,700)	1052	
71	USOE - LLES - Headstart	100,000	(7,500)	-7.5%	(100,000)		
72	Sub-Total Reductions - Classroom Instruction		(358,000)				
73	<i>NOT ON LIST</i>						
74	<i>Gifted & Talented 500,000</i>						
75	<i>We Shall Remain 300,000</i>						
76	<i>ELL Software 3 million</i>						
77	<i>UPSTART 2.5 million</i>						
75	USOE - SASS - Professional Development - Highly Qualified Teacher Programs		(371,700)		(538,800)	1046	
76	USOE - SASS - Assessment - Reduction in Assessment Alignment Study		(200,000)			992	
77	USOE - SASS - Assessment - UTIPS Development Reduction		(94,000)		(140,000)	1007	
78	USOE - SASS - CTE - Reduce Professional Development		(23,500)		(15,000)	1025	
79	USOE - SASS - Assessment - Delay UAA Peer Review Alignment		(175,000)		(150,000)	986	
80	USOE - Special Education - Reduce Deafblind Consultant Contact		(1,400)		(2,400)	1058	
81	USOE - SASS - Assessment - Reduction in Assessment Trainings		(200,000)			995	
82	USOE - SASS - Assessment - Reduction in Professional Development		(300,000)		(300,000)	998	
83	USOE - SASS - Assessment - Staff Reduction		(22,000)		(144,400)	1004	
84	USOE - LLES - Educational Equity - Staff Reduction		(45,000)		(45,000)	980	
85	USOE - SASS - Curriculum - Staff Reduction		(115,500)		(241,100)	1031	
86	USOE - SASS - CTE - Staff Reduction		(140,600)		(429,000)	1028	
87	USOE - SASS - Educational Technology - Staff Reduction		(27,400)		(49,400)	1034	
88	USOE - SASS - Electronic High School - Staff Reduction		(65,500)			1037	
89	USOE - SASS - Information Technology - Staff Reduction		(72,500)		(145,000)	1040	
90	USOE - SASS - CTE - Reduce Operational Costs		(21,000)		(21,000)	1022	
91	USOE - SASS - Associate Superintendent - Reduce Operational Costs		(25,000)		(25,000)	1010	
92	USOE - BusSvcs - School Finance - Reduce Support Staff & Turnover Savings		(90,800)		(175,000)	965	
93	USOE - BusSvcs - School Finance - Reduce Operational Costs		(9,300)		(25,100)	962	
94	USOE - LLES - Associate Superintendent - Reduce Operational Costs		(7,500)		(7,500)	974	
95	USOE - LLES - Associate Superintendent - Utah Educ Directory Eliminate Print Ed.		(25,000)		(25,000)	977	
96	USOE - SASS - Adult Education - Move 1 Position to Partial Federal Funding		(9,100)		(22,200)	983	
97	USOE - Other Undetermined Reductions (USOE)		(484,690)				
98	Sub-Total Reductions - Other Programs		(2,526,490)				
99	Sub-Total Reductions USOE		(2,884,490)				
100	Total Utah State Office of Education (State Funds)	38,460,100		-7.5%			
101	TOTAL PUBLIC EDUCATION	2,586,434,286	(194,257,200)	-7.5%			

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(1) (a) If it is necessary because of insufficient revenues in the Uniform School Fund for the Legislature to reduce appropriations made to support schools under Title 53A, Chapter 17a, Minimum School Program Act, the State Board of Education, after consultation with each school district and charter school, shall reduce each school district's and charter school's allocation of monies appropriated to support school districts and charter schools.

(b) Each school district's or charter school's share of the total reduction of appropriations to support school districts and charter schools shall be in the same proportion of the school district's or charter school's allocation of appropriated monies is to the total appropriations to support school districts and charter schools.

(2) Each district and charter school shall determine which programs are affected by, and the amount of, the reductions.

(3) The requirement to spend a specified amount in any particular program is waived if reductions are required under this section.

Amended by Chapter 279, 2002 General Session

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Last revised: Friday, December 12, 2008

DWS Regional Contacts

January 2009

Regional Council Coordinators	Regional Directors	County Composition
Central Region		
Cassy Hahn chahn@utah.gov 801-468-0095	Jon Pierpont jpierpo@utah.gov 801-468-0280	Salt Lake, Tooele
Eastern Region - Southeast		
Bob Gilbert bobgilbert@utah.gov 435-722-6536	Shelly Ivie sivie@utah.gov 435-722-6583	Carbon, Emery, Grand, San Juan
Eastern Region – Uintah Basin		
Bob Gilbert bobgilbert@utah.gov 435-722-6536	Shelly Ivie sivie@utah.gov 435-722-6583	Daggett, Duchesne, Uintah
Mountainland		
Julie Lay jlay@utah.gov 801-344-1253	John Talcott jtalcott@utah.gov 801-374-7876	Utah, Summit, Wasatch
Northern Region - Wasatch North		
Susan Wright susanwright@utah.gov 801-626-3131	Randy Hopkins rhopkin@utah.gov 801-626-3444	Davis, Weber, Morgan
Northern Region - Bear River North		
Susan Wright susanwright@utah.gov 801-626-3131	Randy Hopkins rhopkin@utah.gov 801-626-3444	Box Elder, Cache, Rich
Western		
Lorri Economy leconomy@utah.gov 435-688-3107	Jan Thompson janthompson@utah.gov 435-688-3130	Juab, Millard, Beaver, Iron, Washington, Kane, Garfield, Wayne, Paiute, Sevier, Sanpete

2. Implementation of State Program Improvement Plans

Utah exceeded all its targets for 2008. No program Improvement plan is required.

<i>District</i>	<i>Indicator</i>	<i>Num</i>	<i>Denom</i>	<i>Actual</i>	<i>Target</i>	<i>% of Target</i>
Utah	1s1	16,263	20,755	78.36	70.00	111.94%
Utah	1s2	6,420	12,593	50.98	47.00	108.47%
Utah	4s1	19,427	22,040	88.14	82.67	106.62%

3. Implementation of Local Program Improvement Plans

Review the accountability data submitted by your State's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

Secondary

14 recipients failed to meet at least 90% of an agreed upon target. Indicator 4S1 was the most commonly missed target. Many of these were small districts with very small numbers of students in the denominator. The 4S1 targets were set from very high baselines of over 90%, and in some cases 100%. Results are impacted significantly by small reductions in the number of students graduating. In the case of 1S1 and 1S2, the statewide NCLB targets were used for all districts, so it is not surprising that some of the lower performing districts would not meet it. 2009 targets will be more realistic since they are established from CTE concentrator baseline information.

Regardless, each of the districts failing to meet an agreed upon target will be required to submit a local program improvement plan.

<i>District</i>	<i>Indicator</i>	<i>Num</i>	<i>Denom</i>	<i>Actual</i>	<i>Target</i>	<i>% of Target</i>
Emery	1s2	29	72	40.28	47	85.70%
Garfield	4s1	53	63	84.13	95.89	87.74%
Grand	1s2	13	42	30.95	47	65.85%
Granite	4s1	2,250	2,787	80.73	90.17	89.53%
Kane	4s1	58	65	89.23	100	89.23%
North Sanpete	4s1	59	82	71.95	81	88.83%
San Juan	1s2	29	75	38.67	47	82.28%
South Summit	4s1	75	87	86.21	100	86.21%
Tooele	4s1	373	502	74.3	91.28	81.40%
Wayne	4s1	24	28	85.71	100	85.71%

<i>Weber</i>	<i>1s2</i>	<i>386</i>	<i>975</i>	<i>39.59</i>	<i>47</i>	<i>84.23%</i>
<i>Salt Lake</i>	<i>1s2</i>	<i>245</i>	<i>741</i>	<i>33.06</i>	<i>47</i>	<i>70.34%</i>
<i>Ogden</i>	<i>1s1</i>	<i>261</i>	<i>449</i>	<i>58.13</i>	<i>70</i>	<i>83.04%</i>
<i>Ogden</i>	<i>1s2</i>	<i>127</i>	<i>315</i>	<i>40.32</i>	<i>47</i>	<i>85.79%</i>
<i>Provo</i>	<i>4s1</i>	<i>507</i>	<i>621</i>	<i>81.64</i>	<i>95.87</i>	<i>85.16%</i>

PROGRAM IMPROVEMENT PLAN NOTICE – District

Implementation of Local Program Improvement Plans

Section 123(b)(1) of Perkins IV requires each State to evaluate annually, using the local adjusted levels of performance described in section 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Section 123(b)(2) of Perkins IV further requires that if the State, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under section 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

Results that were less than 90% of agreed upon target:

District	Indicator	Num	Denom	Actual	Target	% of Target	Met?
District	Indicator	Num	Denom	Actual	Target	%Target	N

Program Improvement Plan – Each item below must be addressed.

1. The core indicator(s) that the District or Institution failed to meet at the 90 percent threshold.
2. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.

3. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.

4. The staff member(s) in the District or Institution who are responsible for each action step.

5. The timeline for completing each action step.

Schedule for Perkins Plan Updates – FY 2010

Activity	Begin	Due
Local Improvement Plans - 08 Targets	21-Jan-09	27-Feb-09
Notice of State Allocations from Dept of Education		28-Feb-09
Within State Allocations	28-Feb-09	15-Mar-09
State FAUPL Negotiations	1-Mar-09	1-Apr-09
State Plan Update	1-Mar-09	1-Apr-09
Local Plan Update	29-Apr-09	1-Jun-09
RFPs & Application Process	29-Apr-09	1-Jun-09
Local FAUPL Negotiations	1-Apr-09	1-Jun-09
Continuous Improvement Plans	10-Nov-08	1-Jun-09
Local Plan Reviews	2-Jun-09	1-Jul-09
FY 10 Grant Awards	1-Jul-09	15-Jul-09

FY 2010 REQUEST FOR PROPOSAL

CARL D. PERKINS NONTRADITIONAL CAREER AND TECHNICAL PROGRAMS/PROJECTS

Duration of Program:

Through June 30, 2010

Available Funding:

Approximately \$50,000

Eligible Applicants:

School Districts and Postsecondary Institutions that currently provide services to secondary and postsecondary Career and Technical Education students.

Funding Procedures:

Nontraditional CTE proposals must include the Perkins IV Federal Application with appropriate signatures. A screening committee will review all applications and rate each proposal against program standards, assigning a point total for the proposal. Funds will be awarded on a competitive basis after appropriate committee ranking and recommendation.

Statement of Purpose:

The purpose of a Nontraditional CTE program/project will be to promote and provide preparation for nontraditional training and employment. Nontraditional training and employment means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Program Priorities:

High priority status will be given to programs specifically focused on improvement strategies for participation (6S1, 5P1) and completion (6S2, 5P2) of students in programs considered nontraditional based on gender.

Program Accountability:

1. Program activities shall focus on contributing to accomplishment of the Perkins IV core indicators and State adjusted levels of performance described in the State Plan.
2. The recipient agency shall certify by signature that Carl Perkins funds will be used to supplement funds and programs provided in correctional facilities. Carl Perkins money must **not** supplant current funds.
3. Evidence of collaborative efforts with other eligible applicants.
4. Program objectives shall be written in measurable terms.
5. Applicant narrative shall describe procedures for program review and possible future continuation of services using other resources.
6. Activities shall support Pathway implementation.

Application Procedure:

Proposals must be submitted on the Perkins IV Federal Application. Check the Nontraditional Programs box. Provide a brief abstract, information on needs assessment, objectives, activities, and evaluation of objectives in accordance with appropriate core indicators. Complete the budget section.

All applications resulting from this Request for Proposal must be received by 5:00 p.m. on Friday, February 6, 2009 to:

Dr. Marv Johnson, State and Federal Programs Coordinator
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

Program Reporting: Delays in reporting will impact the flow of funds.

The Fiscal Report (Accountability Report Part A) must be completed and submitted with the final Request for Reimbursement form. Final Payments will not be made until Part A has been submitted and accepted.

The application form can be found at the USOE Funding website:
http://www.schools.utah.gov/cte/funding_pslf.html

Application (Proposal) Review Process:

Proposals will be reviewed by individuals selected by Utah State Office of Education before Friday, **February 20, 2009**.

1. Proposals must meet program criteria and standards.
2. Content and quality of proposals will be rated as follows:

Abstract and Statement of Need.....	10
Needs Assessment.....	10
Measurable Objectives.....	15
Activities/Services	25
Evaluation	20
Budget	<u>20</u>
TOTAL POINTS POSSIBLE	
	100
3. Applicants requesting Nontraditional Funding will be notified of proposal status Friday, **February 23, 2009**.

For additional information, please contact:

Sherry Marchant, Career Connections Specialist
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200
(801) 538-7594
sherry.marchant@schools.utah.gov

Application Review Process and Evaluation Criteria:

1. Proposal will be reviewed by readers selected by the Utah State Office of Education.
2. Program priorities will be identified and considered.
3. Point values will be awarded based on the following criteria:
 - a. Abstract and Statement of Need..... **10 Points**
 - (1) Summarizes proposal in the space provided.
 - (2) Provides an adequate description of the local need for this type of project.
 - b. Needs Assessment..... **10 Points**
 - (1) Summarizes how this project will impact students.
 - (2) Relate to Statement of Need.
 - c. Measurable Objectives **15 Points**
 - (1) Relate to Statement of Need.
 - (2) Stated clearly and measurably.
 - d. Activities/Services **25 Points**
 - (1) Relate logically to objectives.
 - (2) Stated clearly.
 - (3) Identify time lines and specific dates.
 - (4) Utilize timely and innovative strategies.
 - e. Evaluation **20 Points**

Evaluation must be a component of each objective.

 - (1) Describes how program progress will be evaluated (process evaluation)

OR

 - (2) Describes the procedure of data collection and analysis used to measure the objective (impact/outcome evaluation).
 - (3) Describe how each activity will contribute to accomplish the State Adjusted levels of performance for the Core Indicators (Section III of the State Plan.)
 - f. Budget..... **20 Points**
 - (1) Relates realistically to proposed objectives.
 - (2) Itemizes all expenses.

TOTAL POINTS POSSIBLE **100 POINTS**

Potential Program Strategies for Serving Special Populations

Potential State Level Activities

- X Assign a state level staff person to work with secondary and postsecondary nontraditional programs and employment.
- X Provide inservice for state staff so that they can provide consistent and increased assistance to the local funding recipients concerning the core indicators of performance, special populations, how performance levels will be reported, and what service strategies make a difference.
- X Provide statewide professional development activities to help teachers, counselors, and administrators meet the needs of special populations students including equal education opportunity laws, ways to prevent sexual harassment, and bias free instructional methods.
- X Bring local program directors together with the state staff on a regular basis so that there is greater sharing regarding successful strategies for serving special populations.
- X Develop a resource guide of strategies on how to effectively serve special populations, including definitions.
- X Disaggregate data of student participation and achievement by gender, ethnicity, income and ability not only to ensure that all students receive equal treatment but also to meet Perkins IV accountability requirements
- X Continue to emphasize collaboration between secondary and postsecondary education, including the importance of helping special population students transition between secondary and postsecondary education.
- X Provide students, parents and business partners with awareness training on equal education and employment opportunity laws and sources of remedy.
- X Review CTE Pathway and concurrent enrollment opportunities to ensure that special population students participate to the same extent as other students.

Potential Local (Secondary and Postsecondary) Activities

- X Provide access to all special population students by eliminating barriers and providing support services that encourages their participation
- X In the local application, clarify that although meeting the needs of special populations is not the entire focus of the planning process, each applicant is accountable for achievement of special populations in meeting performance targets. Local recipients must develop an improvement plan if they fail to meet performance targets, including those for special populations.
- X Encourage CTE educators to visit business and industry to stay current with changes in the work place. The result would be greater ability to assist special populations in understanding the expectations of employers.
- X Recommend that community colleges continue serving the single parents, displaced homemakers, and single pregnant women populations previously served under the former Turning Point Program, with increased emphasis on nontraditional occupations.

- X Follow up with students who dropped out of school or quit employment to determine the barriers to their success and make necessary changes to eliminate barriers for future students.
- X Require recruiters/counselors to work with community agencies, organizations, and leaders to recruit and enroll teen parents, single parents, displaced homemakers, persons with disabilities, and persons interested in nontraditional careers. The recruiter/counselor should maintain these contacts to access assistance for non-educational needs that could prevent successful program completion for special population students.
- X Appoint special population student representatives on local policy and advisory boards. Meet at convenient times and arrange transportation and child care if necessary.
- X Develop program advisory committees with representation from local business, students, parents and local service agencies to assist in program development and resource acquisition. The committee should also facilitate job shadowing, mentoring, internships, and employment opportunities for special population students and participation in mock interviews and employability classes.
- X Examine policies, textbooks, bulletin boards, and other materials and language to ensure they include achievements by diverse individuals and gender roles and stereotypes are not reinforced.
- X Provide businesses, with an under-representation of females or males, a list of graduating nontraditional students, assisting both employers and students.
- X Provide students, parents and business partners with awareness training on equal education and employment opportunity laws and sources of remedy.

Secondary Programs

- X Through the Student Education Occupation Plan (SEOP) process, provide comprehensive career guidance for students. Be sure the comprehensive guidance program includes non-biased images of career opportunities for all students.
- X Conduct career assessments with all students. Be sure assessment instruments are not gender biased.
- X Develop a parent education program to inform parents of the value of their son or daughter pursuing a nontraditional career. Be sure to include education, wage and job availability information.
- X Sponsor nontraditional career fairs using nontraditional role models and hands-on activities for students in nontraditional pathways.
- X Develop math and science support groups for girls interested in pursuing careers in science, technology and engineering. Provide tutoring, nontraditional role models, mentors and field trips to businesses with nontraditional employees.
- X Coordinate with the Department of Workforce Services to provide child care and transportation for parenting students to ensure successful program completion.
- X Link students with support programs at postsecondary institutions to assist in transition to further education.
- X Arrange class and bus schedules so that special populations students may take advantage of opportunities offered through CTE Pathways, career academies, registered/youth apprenticeships, work-based learning and career technical student organizations (CTSO). Ensure that opportunities are available to teen parents, especially those attending alternative s

- X Screen students for interest and persistence in pursuing nontraditional training, arrange for job shadowing, training in CTE, strength-building and tool recognition for females, communication and nurturing skills for males, and offer strategies to address "being different" in class.

Postsecondary Programs

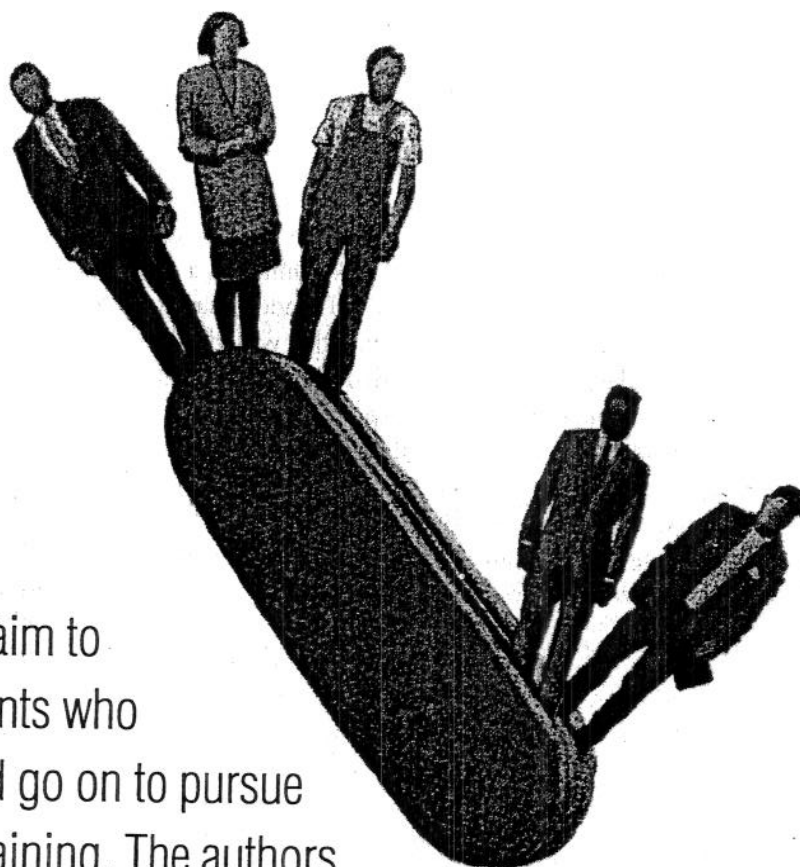
- X Provide comprehensive career and academic assessment prior to enrollment to eliminate switches in career majors and student drop-out from unsuitable programs.
- X Through coordination with appropriate agencies, facilitate student support with tuition/fees, childcare, transportation, books, tools, and uniforms. Provide resources for student support if not available from other sources. Set up a system that documents appropriate distribution of funds and confirms student attendance when services are provided.
- X Conduct orientation programs for older/returning students introducing them to campus procedures, teaching use of computers (especially in the library), refreshing them in math and science, helping with time management to juggle school, family and work.
- X Organize support groups for students with similar circumstances to provide professional and mutual assistance in coping.
- X Develop process to confidentially assist students who may not want to share problems with others and consult with teachers for problem prevention and resolution.
- X Provide remediation with self-paced, computer instruction, tutors, mentors and other forms of extra help so students can progress to challenging courses leading to high-wage, high-skill vocations.
- X Arrange for classes, childcare, computer labs and other resources made available in the evening to accommodate both working adults and low-income youth without access to computers and books at home.
- X Review concurrent enrollment opportunities to ensure that special population students participate to the same extent as other students.
- X Organize a wardrobe-on-loan program with donated clothes that students can wear to job interviews.
- X Follow through with periodic calls or visits after students are employed to assist with job-related problems.
- X Coordinate with the State Department of Workforce Services, develop memoranda of understanding between Perkins recipients and local one-stop centers.



CTE Directors Meeting Schedule 2008-09

- Tuesday and Wednesday, September 16-17, 2008
Park City, UT
- Thursday, November 13, 2008
Provo, UT
- ~~Thursday and Friday, March 26—27, 2009~~
~~St. George, UT~~
Meeting Cancelled
- Wednesday and Thursday, April 29-30, 2009
In Conjunction with CTE Scholarship Banquet (Thursday)
Salt Lake City, UT
Meeting Date Added

High School Career Exploration Programs: Do They Work?



Current school reform efforts aim to increase the numbers of students who graduate from high school and go on to pursue postsecondary education or training. The authors look at seven types of career exploration programs to determine if this is an effective approach for accomplishing these goals.

BY MARY G. VISHER, RAJIKA BHANDARI, AND ELLIOTT MEDRICH

RIGHT NOW, many schools are scrambling to comply with the requirements of the federal No Child Left Behind (NCLB) Act, and educators are seeking strategies to boost achievement and move more students into higher education or a promising career. Raising academic standards for all students is the right thing to do, but standards-based school reform sometimes seems to ignore the fact that many students are simply not engaged sufficiently by academic study. If allowed to remain unmoti-

vated and disengaged, these students risk failing in high school or dropping out, thus short-circuiting their chances for future success.

We need strategies to persuade these young people that graduation and further studies are not only attainable but, for most occupations in this global economy, necessary. For many students, programs and activities that expose them to various careers can engage them in school and provide them with options. Many students know little about their career options, their own talents, what it's really like to work, and what preparation is needed for the kinds of jobs or further education that will set them on a career path. And overwhelmed school guidance counselors, with an average of 315 students per full-time counselor, can only do so much.¹

Our public schools have long lived with the tension be-

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tween their academic and vocational missions. But policy makers and school staff members have come to see that the goals of these missions are not mutually exclusive and, in fact, can be complementary. All students can benefit from more knowledge about career options and the skills and training required for different jobs, just as all can benefit from rigorous academic study. This was the central idea behind the federal School-to-Work Opportunities Act of 1994 (STWOA), which enabled states and school districts to fund a variety of programs and activities that would help high school students make informed decisions about their postsecondary education and career plans.

Although the STWOA expired in 2002, it did help schools systematize, enrich, and expand their career exploration programs. Although estimates vary, approximately 43% of high school students had participated in at least one career exploration activity by 1997, and as many as 60% had done so by 2000.²

How best to incorporate career exploration activities into the high school curriculum remains the subject of significant debate among educators. Critics worry that college-bound students will see their academic classes "diluted" with vocational material or that they will "waste time" on pursuits such as job shadows instead of focusing on learning core academic skills in preparation for college. The opposite, but equally critical, view is that these programs, much like old tracking systems, will widen the divide between high-achieving and low-achieving students by diverting the latter group into vocational courses and away from rigorous academic study.

Studies of career exploration programs are just now beginning to appear, providing some findings to inform this debate. Although we now know something about the characteristics of both the programs and the students who participate in them, we still know little about their impact. Small-scale studies, anecdotes, and case studies abound, but to date there has been no rigorous assessment of the effects of career exploration programs.

Since the overarching goal of these programs, as well as virtually every other school reform effort, is to help more students graduate and go on to postsecondary education or training, we decided to examine how career exploration programs influence high school graduation and postsecondary enrollment rates.

STUDY QUESTIONS AND DATA

In our study, we analyzed data from the National Longitudinal Survey of Youth 1997 (NLSY97), which tracks 8,984 young people born between 1980 and 1984 from

middle school through high school and into college and careers.³ The NLSY97 consists of data from an initial survey and several follow-ups with the survey respondents, along with a survey of their parents and of staff members from the high schools the youths attended. Each survey included questions about participation in career exploration activities. Of the total NLSY97 sample, our initial study sample included 4,013 students who were between the ages of 12 and 18 in 1997. We then expanded this sample to 5,372 students in order to include those who were between the ages of 14 and 20 and were in high school or beyond in 2000.

We examined participation and its effects for seven types of career exploration programs (descriptions of which are provided in the sidebar below). We used matched data on students and their schools, comparing 1997 and 2000 data, to answer the following questions:

- Who participated in career exploration programs?
- What are the characteristics of schools in which significant numbers of students participated?
- Did participation affect students' high school completion rates and their preparation for college?

Types of Career Exploration Programs

- *Career majors.* Students take a coherent sequence of courses organized around a broad career area, such as health sciences.
- *Cooperative education.* Students alternate academic and vocational studies with a job in a related field.
- *Internship/apprenticeship.* Students work for an employer, with or without pay, for a short time to learn about a specific industry or occupation.
- *Job shadow.* Students follow an employee at the workplace for one or more days to learn about an industry or occupation or simply what it's like to go to work.
- *Mentoring.* Students are paired with an employee who helps them master specific skills and knowledge and assesses their performance over time.
- *School-sponsored enterprise.* Students produce goods or offer services to be purchased or used by others. Students are typically involved in managing the enterprises.
- *Tech prep.* Students take a planned program of study with a defined career focus that links secondary and postsecondary education.

- Did participation influence students' enrollment in postsecondary education?

PARTICIPATION IN CAREER EXPLORATION PROGRAMS

We found convincing evidence that career exploration programs are improving the future prospects of a large and diverse group of high school students by increasing the likelihood that they will graduate and go on to postsecondary education.

Participation in career exploration programs expanded substantially between 1997 and 2000. Participation by students in all grades (except ninth) in at least one of the seven career exploration programs increased from 38% of all students in 1997 to 53% in 2000. Some programs experienced greater growth than others during this period, though participation increased in all programs. For example, students participating in career majors increased from 19% in 1997 to 31% in 2000, participation in internships and mentoring nearly doubled over the same period, and participation in job shadows increased from 13% to 20%.

As might be expected, students attending vocational schools participated more than those in comprehensive high schools, and schools offering a large number of career exploration activities had greater participation as well. We also explored whether students in high-poverty schools were more likely to participate in career exploration programs than were their peers attending more affluent schools. Since schools with high percentages of minority students are often also high-poverty schools, we looked at whether or not there was a Title I program in a school, as well as at the percentage of minority students. We found that neither the percentage of minority students nor the percentage of those in poverty in a school made a significant difference in the rate of participation in career exploration programs.

Students from diverse backgrounds and with varying levels of achievement participate in career exploration programs. Many believe that career exploration programs attract only vocationally oriented students. Our findings show this stereotype to be false. While there was a tendency for a certain "type" of student to be enrolled in tech prep, none of the other programs could be easily characterized by the demographics of their participants, either in 1997 or in 2000.

Minority students are somewhat more likely than white students to participate in some programs, such as mentoring and career majors, but this difference disappears when parents' educational levels are factored in. Similarly, on average, students' level of academic achievement is not linked to participation. Students considered academically

at risk (those who earned mostly C's and D's in eighth grade) and those who are high achievers (those who earned mostly A's and B's in eighth grade) are equally likely to participate in career exploration programs.

Here are two composite portraits that illustrate some of our findings:

Student A is a black male whose parents have low levels of education. He lives in an urban area and earned mostly B's and C's in eighth grade. He attends a comprehensive high school that serves a low-income, high-minority neighborhood. The probability of student A's participating in career exploration was 36% in 1997 and 47% in 2000.

Student B is a white female with well-educated parents who lives in an urban area. She earned mostly A's and B's in eighth grade and is enrolled in a comprehensive high school, in which she takes college-prep classes. Her school serves an affluent, mostly white neighborhood. The probability of student B's participating in career exploration was 41% in 1997 and 53% in 2000.

There is some variation across programs. Students with higher grades are more likely to participate in job shadows and school enterprises than are those who have lower grades (an effect that disappears after controlling for other student and school characteristics). However, students taking a vocational course of study are decidedly more likely than those in a general academic or a college-preparatory course of study to participate in career exploration programs, especially in career-major and tech-prep programs.

THE BENEFITS OF CAREER EXPLORATION PROGRAMS

Students who participate in career exploration programs are more likely than nonparticipants to take college entrance and Advanced Placement exams. Most students take college entrance or Advanced Placement (AP) exams because they intend to apply to college. Our findings show that participating in career exploration programs does not deflect students from that goal. In fact, students who had participated in at least one career exploration program were slightly more likely than nonparticipants to take the SAT or ACT tests.

There was some variation by program. Students participating in career majors, job shadows, school-based enterprises, internships, and mentoring programs were significantly more likely to take college entrance exams than nonparticipants. Tech-prep and cooperative-education students, on the other hand, were equally or somewhat less likely to take these tests.

Enrollment in AP courses is an indicator of both a student's postsecondary plans and of higher-than-average academic achievement, as good academic standing is usually required to take these classes. Students in career exploration programs — mostly those in career majors and internships — were somewhat more likely to take at least one AP exam than were nonparticipants. Students in tech-prep, job-shadow, cooperative-education, and mentoring programs were not more likely to take an AP class than other students.

Students who participate in career exploration programs are more likely to graduate from high school. Students with career exploration experience were significantly more likely to complete high school than students without such experience, even when we controlled for other student and school characteristics. Among the high school students scheduled to graduate in 2000, a significantly larger percentage of those who had participated in at least one career exploration program completed high school than of those who had not. Students in internships and mentoring programs had the lowest dropout rates.

Here are composites of two students who illustrate our findings:

Both are black males from families of low socioeconomic status. They live in an urban area, earned poor-to-average grades in eighth grade, and are enrolled in a comprehensive high school with a Title I program and a high percentage of minority students. The key difference between them is that one participates in career exploration activities and the other does not. The student who does not participate in career exploration has a 52% probability of completing high school, compared to the 72% probability of the student who does participate.

Students who participate in career exploration programs are more likely to go to college and to attend a two-year rather than four-year institution. Career exploration programs are not only accomplishing their goal of introducing educational and career options to students, they are also opening doors to higher education for many students. A higher proportion of high school graduates who had participated in career exploration activities enrolled in college than did nonparticipating graduates, even when we controlled for differences in student and school characteristics. Career exploration programs helped push students who otherwise might not have gone to college to enroll, with most enrolling in two-year rather than four-year colleges.

Here are composites of two students who illustrate our findings:

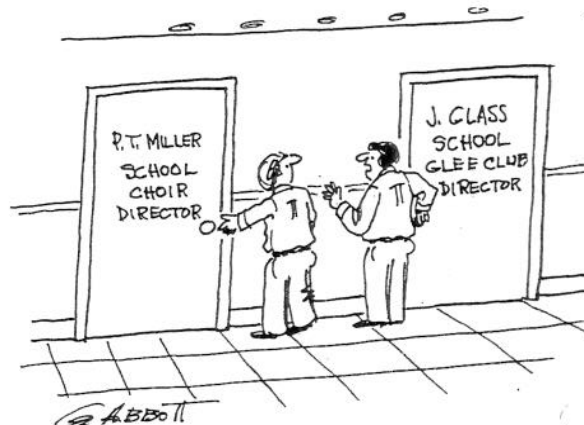
Students A and B are black males from families with low socioeconomic status who live in an urban area. They earned poor-to-average grades in eighth grade and are enrolled in a general academic program at a comprehensive high school. Their high school has a Title I program, high minority enrollment, and a relatively weak career exploration program. Student A participates in a career exploration program, and student B does not. Student A has a 24% probability of enrolling in a postsecondary institution, while student B has a 15% probability of doing so.

While raising academic achievement must be the central focus of an education policy aimed at leaving no child behind, career exploration programs can play an important supporting role. Our study provides evidence that such programs can be a useful strategy for keeping students in high school and preparing them for further study or training. The participation in these programs by students with a variety of abilities, backgrounds, and aspirations should quell fears that career exploration activities will divert college-bound students away from higher education or water down the academic curriculum. Schools need to be able to engage, inspire, and advance students with every kind of interest and ability, including those not highly motivated by academic study. The evidence that is emerging suggests that career exploration programs are one way to accomplish just that.

1. Basmat Parsad et al., *High School Guidance Counseling* (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, NCES 2003-015, 2003).

2. John Bishop et al., *Who Participates in Career Exploration Programs: Initial Tabulations* (Ithaca, N.Y.: Bishop Associates, 2000); and Mary Ann Joyce and David Neumark, *An Introduction to Career Exploration Programs in the NLSY97: How Prevalent Are They, and Which Youths Do They Serve?* (Cambridge, Mass.: National Bureau of Economic Research, 2000).

3. The full report of this study, with a technical discussion of the survey and methods, is available from MPR Associates, Inc. (www.mprinc.com). **K**



"Hey Phil, I'm a little short this week. Could you spot me a tenor?"

Is High School Career and Technical Education Obsolete?



In the face of growing sentiment against career and technical education, Mr. Gray asks us to take a hard look at the advisability of limiting high school students' options.

BY KENNETH GRAY

AS IF ORDAINED by some law of applied public policy, the viability of high school vocational education — now called Career and Technical Education (CTE) — is once again being questioned. The current federal Administration appears to hold the CTE curriculum in low regard. Its recommendation regarding the reauthorization of the Perkins CTE funding legislation is basically to scrap it. The Administration proposes instead to redirect federal funding for high school CTE, tech prep, and even postsecondary technical education toward high school academic education.

Perhaps the real issue is money — or the lack of it — for other reform efforts, and not the value of CTE. As Perkins funding is the only pot of federal cash that goes mainly to secondary education, some suggest that the real motivation for eliminating CTE is to free up that money to fund the secondary school portion of the underfunded No Child Left Behind (NCLB) Act. Regardless of the Administration's true motive, almost 100 years of federal assistance for high school CTE could end abruptly.

According to the U.S. Department of Education (ED) appointees, all teens want to go to college; therefore, high school should be only about teaching English, math, and science. Proponents of this view argue that the traditional academic curriculum is the best approach; after all, it worked for them, and it will work for all students once we get highly qualified teachers into every classroom and certify the deficient via standardized testing. The implication is that CTE is incompatible with NCLB and, therefore, obsolete. One ED appointee, now retired, went so far as to characterize CTE programs as preparing students for careers as shoe repairers.¹

Yet there is cause to question such conclusions. Unlike English, math, and science, CTE

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is an elective within the high school curriculum. No student has to take it. Yet, according to ED's transcript analysis, virtually every high school graduate takes at least one course in CTE, and about 25% of students are concentrators, taking three or more credits in a "single labor market" (SLM) area.² Whereas no student has to take CTE, one can assume that those who do, their parents, and the local school boards that finance the lion's share of CTE find it of value.

Can they all be making a mistake? Would students elect CTE and their parents agree to it if it offered nothing more than shoemaking? The present levels of student participation in and local financial support of CTE alone suggest that perhaps it is not as obsolete as claimed. Perhaps it is time to reconsider why we have CTE in our high schools in the first place and whether these reasons are less valid today than in the past.

Then again, if the goal is really to leave no child behind, curriculum choices are necessary at the high school level. No single program of study will work with all students. CTE is to some students what Advanced Placement and honors courses are to others. As I will argue subsequently, if one includes students who are at risk of dropping out of high school, students who enter the work force directly after high school, and students who aspire to attend college at the pre-baccalaureate technical education level, then CTE is an important complement to the standard academic curriculum for more than half of all high school students — an alternative these students find more relevant and thus more educationally effective than a purely academic program of study would be.

CURRICULUM DEBATE

It is fascinating to observe the degree to which the current debate about CTE in high schools is a historical rerun. The main question is whether or not students are best served by a common academic curriculum or by a differentiated curriculum that offers alternatives. In the early 1900s, it was exactly such a debate that first led to the rather widespread adoption of CTE.

At the turn of the last century, high school enrollments mushroomed as more and more families found it economically possible to keep their children in school beyond the eighth grade. To that point, only the children of the wealthy had attended high school, and for these students one curriculum — the classical/academic curriculum — was just fine. The new breed of high school student, however, found little of interest in this program of study. Much to educators' chagrin, many of these new high school students soon dropped out, causing something of a national scandal. The specter

of hordes of out-of-school but unemployed teens roaming the streets was enough for the establishment to demand action. The solution was to have more than one program of study. Thus the high school curriculum was differentiated into academic and vocational education.

This solution was attended by controversy. John Dewey denounced it as mean and illiberal. Democracy, he argued, demanded a uniform common education for all children. The role of the schools was to prepare all students as if they were someday going to be President. CTE, if it were to exist at all, should serve as "education through occupation," meaning that occupational content could possibly be an effective modality or context for teaching academics and citizenship, but, lectured Dewey, the schools should have nothing to do with preparing students for work. Proponents of CTE ridiculed such ideas as idealistic and elitist, if not downright unfair, pointing out that too many high school students found little of value in the classical/academic curriculum and left school early. The role of the schools, they argued, was to prepare students for life. For most youths, this included preparation for work.³

The debate remains unresolved some 100 years later. Many, particularly those somewhat removed from the realities of educating teenagers, seem to agree with Dewey, while at the local level most high school principals readily admit that, without CTE, their schools would have little to offer many students. Critics of CTE apparently are not necessarily against choice in general — just one choice in particular. Critics of CTE seem to have little problem with some differentiation, namely Advanced Placement and honors programs populated by their kids, the academically blessed from upper-middle-class households — and, of course, special education.

So why the rejection of CTE in particular? In part, it stems from stereotypes about CTE — it prepares students only for work after high school, and its students are mostly male, too often minorities, academically backward, and destined for dead-end jobs. While this characterization may or may not have been correct in the past, it is not accurate today. Both CTE and the students who take it changed much in the 1990s.

CTE AND ITS STUDENTS

Much in CTE is different today from what it was just 10 years ago, beginning with its mission. In the late 1980s, students' outcome goals for CTE were expanded from transition from school to work to transition from school to college or work. Included in federal legislation was a new program called tech prep, which offers instruction in both

technical and integrated academic skills. The goal of tech prep is to prepare students for postsecondary education, particularly pre-baccalaureate technical education. Today virtually all high school CTE programs have a tech-prep component. Most CTE students complete a traditional academic program as well as a CTE concentration, and the majority now go on to college, not directly to work.

The transformation of CTE brought about by tech prep has been dramatic. Because CTE is now viewed by many students as an alternative route to higher education, the enrollment declines of the 1970s and 1980s have been reversed, with CTE students representing one in four of all students. Most dramatic is the composition of the CTE student population. There are no significant race or gender differences between CTE students and the general student population.⁴ And most CTE students are enrolled in business, health care, trade/industry, and information technology programs.

Does participation in CTE prevent students from taking academic courses? Among CTE students, 80% complete the same number of credits in math and science as their peers who take the academic program only. Those CTE students who do not are primarily special-needs students exempted from state graduation requirements. Of the 80% who complete an integrated CTE and academic program, 60% go to college upon graduation, with more than 50% of those enrolling in pre-baccalaureate technical programs.

Does participation in CTE improve a student's academic skills? Anecdotal data — the only kind available at present — suggest the answer is yes. While CTE concentrators as a group enter high school less prepared than academic-only students, the achievement gap is either small or insignificant by the time they graduate.⁵

This does not seem to be the picture of a program that is obsolete or ineffective. Twenty-five percent of all high school students voluntarily enroll in the CTE program, and it seems to be working. Some would argue, however, that

the real question is the degree to which CTE's goals and outcomes address the true needs of the nation and its youths. It could be, for example, that CTE is effective but irrelevant. So let us turn to the question of relevance.

THE QUIET DILEMMA IN HIGHER EDUCATION

Aside from strengthening our democracy, public education's role is arguably to promote individual opportunity and economic growth. This suggests that the viability of educational programs should be measured against the degree to which they promote these ends. It is of interest to ask, for example, what problem NCLB is supposed to be solving. Better yet, what problem is more math and science instruction and mandatory testing supposed to solve?

A consensus has developed that the true problem in this country — the main barrier to individual opportunity and economic growth — is that students are not as good in math and science as they should be and that even more of them should be going on to college than do currently. If this is the problem, then perhaps, while CTE is working well, it is not addressing the core issues and is thus obsolete.

But perhaps the exact opposite is true. Perhaps it is NCLB that is misguided and fails to address the true fundamental problems and needs of today's youths. Perhaps CTE holds the most promise of opportunity for many students and for national economic growth.

One way to sort out public education's core challenges is to examine what happens to today's students during and after their public school experience and what programs of study do or do not improve their situation. Let's take a hypothetical class of 24 first-graders and, using national data, see what happens to them over the next 12 to 16 years. The results are rather different from what might be assumed on the basis of our current rhetoric and policies and suggest that CTE may in fact be more in line with the real issues than its critics would have us believe.

The first reality (one that gets little press these days but no doubt soon will) is that one in three of these first-graders will not graduate from high school. The National Board on Educational Testing and Public Policy estimates that in 2000 33% of students who were in ninth grade four years earlier dropped out, an increase of 4% since 1990.⁶ In comparison, the dropout rate is lower in Finland, France, Italy, Poland, and Germany, and it is only 6% in Japan.

While the percentage of all Americans who have a high school education has grown (88%), the growth is primarily due to the increase in the number of GED (General Education Development) recipients, not the number of high



"Well, the pressure has started. A man asked me yesterday what I want to be when I grow up."

school graduates. In some urban centers, 50% of the students do not graduate from high school, and in rural America things are only slightly better. Unless one is willing to argue that four years of high school experience is not preferable to the GED, the need to reduce high school dropout rates must be addressed, especially when high-stakes testing is predicted to exacerbate the problem. The bottom line is that, when it comes time to graduate from high school, only 18 of our original 24 first-graders will be left.

The second reality is that, contrary to public perception, six of these 18 students (33%) who graduate do not go to college but go directly into the work force, enlist in the military, or become homemakers. While 90% of high school students reportedly indicate a desire to go to college, I would argue that, in light of today's one-way-to-win mentality, they do not dare say anything else. Perhaps a better indication of what they want to do is not what they say but what they actually *do*; and for about a third, what they do is go to work.⁷

The rhetoric of tuition-hungry institutions to the contrary, few barriers to college remain for most teens, including the academic skills needed to tackle college-level work or the ability to pay the bill. For most teens the door to college is wide open, but the percentage of students who matriculate directly after high school has hovered around 65% for the last 15 years. This was true even during the go-go days of the late 1990s, when family income was growing, tuition costs were relatively stable, and financial aid was more readily available.

In light of the few barriers to higher education for the vast majority of youths, one must conclude that about one-third of graduating high school students are not interested in attending college — at least not immediately after high school. This should not be surprising. As anyone who has ever taught high school will attest, even among teens who attend the very best high schools, many simply hate school. They have never done well in school, see no relevance in it, never do assignments, and habitually cut classes or are truant. Why should we be surprised that these students do not want to go to college? More to the point, why do policy makers seem to want to deny the existence of students who exhibit these attitudes and behaviors? Perhaps they hope that more math and science instruction and more standardized testing will turn them around.⁸

Well, what about the 12 students left from our first-grade class? They are off to college, but relatively few are successful there. Depending on the type of institution (two-year, four-year, public, or private), one-fifth to one-third of those who enter college will not make it to their sophomore year. Of those who go to a two-year college hoping to transfer

to a four-year institution, only one-third will do so. And, from this latter group, another one-third will drop out at the university level, leaving a total success rate of no more than 11%. Among those who pursue a four-year degree directly, 25% will transfer to another college at least once, and six years later, according to the latest ED data, only about 60% will have graduated.⁹

Thus the third reality is that, while half of our first-grade class did go to college, half of those students left without completing a degree. The research is quite clear: labor market advantage from higher education comes from graduating, not just attending. In most cases, dropouts leave with only loan burdens, which they must try to pay off with salaries from jobs that most of them could have gotten right out of high school.

At this point I need to stress that most college dropouts do not leave for academic reasons. Believe it or not, it is quite difficult, indeed nearly impossible, to flunk out of most colleges these days; students who do so do not pay tuition and leave behind empty seats. At most colleges in the U.S., keeping students around is the priority, not flunking them. This is called "enrollment management" — students who do poorly may be put on probation, may be required to take a reduced course load, or may change their major, but they are seldom asked to leave. My contention is that, among those who drop out of college, the decision to matriculate was for the most part a default decision in the first place. To be specific, these students report that they are going to college to get a better job but do not have even the most rudimentary career goals to motivate them to master college-level work, let alone choose a college major.

The point is that the presence of more academics in high school is not, in my view, going to reduce college dropout rates. The reality is that students who enter college with specific career goals will overcome academic deficiencies in order to graduate, while those without a purpose are apt to just leave — even if they are academically talented. At any university, the dropout rate for students who enter without declaring a major is always much higher than that of those who attend committed to a course of study. And it is unclear how more academics in high school will make a difference. But perhaps CTE can!

Now, of our original 24 first-graders, there are six who graduate from college. They are the winners, right? Wrong! The reason is the dark secret of the 1990s — underemployment. About half of four-year college graduates will end up having to take jobs that are not commensurate with their level of education, jobs they probably could have gotten right out of high school. According to ED's Baccalaureate and Beyond study, 43% of recent four-year college gradu-

ates said they held jobs that did not require a university degree, and, among those with degrees in the arts and sciences, two-thirds (67%) so indicated.⁹

Even though this group — the underemployed — will earn more than high school graduates, one should remember that college is not free. At public universities, two-thirds of all students are on financial aid, and two-thirds of this aid is in the form of student loans. Furthermore, who is to say that these students — academically blessed as they are — would not have earned more than the average high school graduate had they not attended college at all? Perhaps college is really not an issue of value added but of sorting out. If so, it must be observed that, in fact, 87% of youths are sorted out. Perhaps CTE can do better.

LABOR MARKET REALITIES

There is one final component of the quiet dilemma. If one objective of high school education is to prepare students ultimately to compete for high-skills/high-wage occupations, it might be helpful to consider in which fields these job opportunities will be found. The conventional wisdom is that they will be in health- and technology-related fields. This is true if we are considering new job growth in the economy, but the common belief that the minimum qualification for these jobs is a bachelor's degree is not true.

Consider a case in point. Through 2010, the job of computer systems engineer, one that does require a four-year degree, is predicted to be the fastest-growing occupation in the economy *on a percentage basis*. The second-fastest-growing occupation on a percentage basis is that of computer support technician, which requires one or two years of technical education beyond high school. But there will be *100,000 more jobs* available for computer support technicians than for systems engineers. While there is no global shortage of college-educated engineers, there is a shortage of technicians, so that when the demand is compared to the supply of qualified workers, the technician classification will offer the greatest opportunity. This is particularly true in the U.S., where 48% of these types of jobs had to be filled by foreign-born workers in the 1990s.¹⁰ Make no mistake about it, these jobs pay well: 83% of individuals with associate's degrees have the same annual earnings as those with four-year degrees.¹¹

The question to be considered is

this: What high school curriculum attracts, motivates, and prepares students for postsecondary training at the technician level? Not the college-prep curriculum; less than 5% of students taking the SAT I indicated any interest in this type of education. Perhaps the answer is CTE.

Now I do not intend to argue that CTE can solve all aspects of the quiet dilemma. But for students who 1) are at risk of dropping out of high school, 2) seek employment directly after high school, or 3) want to go to college at the one- or two-year level to prepare for preprofessional technical careers, CTE is arguably the most important curriculum in the American high school. Together, these three groups make up a majority of all high school students.

Further, CTE offers the only program of study in our high schools that prepares students to take advantage of high-wage opportunities arising from serious shortages of technicians and, by so doing, also addresses a significant threat to our country's economic growth. Finally, if the goal of high school education is postsecondary success and if success requires at least a tentative career plan, then perhaps an untapped potential of CTE is that it can provide an educational experience that helps students to form such plans.

CTE AND AT-RISK YOUTHS

National data suggest that CTE is the program of study taken by most of the students who are defined as being at risk of not persisting to high school graduation. In the state of Pennsylvania, for example, 48% of CTE concentrators fit into one or more special student population categories. In another national high school transcript study, 34% of the student cohort was categorized as being at risk, but they earned 43% of all CTE credits.¹²

And it is crucial to note that special-needs students who are enrolled in CTE are more likely to graduate from high school, to be employed in higher-paying trades, or to enroll in higher education.¹³ And numerous studies have demonstrated the positive effect of CTE

on reducing high school dropout rates. The most recent study on this topic finds that taking CTE courses is strongly related to persisting to graduation. This effect was positive for any ratio of CTE to academic courses, but was maximized at a ratio of three CTE credits to four academic credits or roughly a 40% CTE to 60% academic ratio. Most important to this analysis, the dropout prevention effect of CTE was most dra-



"Sheila was called out on a teaching job. I'm your substitute wife."

matic for those students who were at greatest risk of dropping out when they entered high school: namely, students whose test scores and grade-point averages upon entering high school were one standard deviation or more below the mean.¹⁴

CTE AND WORK-BOUND YOUTHS

As indicated previously, about one-third of all high school graduates immediately go to work, not college. This percentage has been consistent through the 1990s, despite open admissions at most colleges, and it seems unlikely to change in the near future. Of course, all students who enter the work force directly do not take CTE, but maybe they should. While one-third of all young people go to work full-time after high school, 40% of CTE concentrators take this route; among at-risk students in CTE, 60% go directly to work.

When compared to non-CTE concentrators who go directly to work, CTE students earn higher wages, experience less unemployment, and are more likely to be employed in higher-wage segments of the economy. Regression analysis suggests that, when other moderating variables are controlled for, participation in high school CTE has the most positive effect on earning of all programs of study except for college prep. In that particular case, the positive effect is only for those students who go on to college and graduate, which is about 50%.¹⁵

CTE AND COLLEGE

The percentage of CTE concentrators who now go on to college after high school (60%) is only slightly lower than the percentage of students in the college-prep program who do so (72%). Of the CTE concentrators who go to college, about two-fifths pursue a bachelor's degree, and the rest continue their technical education at the one- and two-year college level. However, these are not typical college-bound students in one regard — their interests are in technician-level careers. Thus these students are not well served by a strictly academic program, which is almost totally non-contextual.

CTE, OPPORTUNITY, AND ECONOMIC GROWTH

As mentioned before, while literally hundreds of thousands of university graduates join the ranks of the underemployed each year, immigration data suggest that about half of high-wage, technician-level jobs are filled by foreign workers. During the 1990s, over a million foreign-born workers were admitted to the U.S. on H1b visas to fill most-

ly technical jobs. We can anticipate that changes in immigration policies after 9/11 will make filling these vacancies with foreign workers much more difficult than in the past, thus curtailing productivity and affecting economic growth.

The relationship of this labor market dilemma to CTE is that the tech-prep curriculum is the only program of study in our high schools that is specifically designed to prepare students for college-level education for jobs as technicians. And while the college-prep program of academic study arguably could also prepare students for technical education at the college level, at present it does not. Again, among students taking the SAT I, less than 5% indicate an interest in this type of college education. The primary feeder for postsecondary, pre-baccalaureate technical education is CTE with tech prep, in which students receive high-level applied math and science instruction and develop technical skills.

CTE AND DEVELOPING CAREER MATURITY

A final, and perhaps largely unrealized, contribution of CTE is its potential to provide all high school students with a hands-on, contextually rich environment to verify tentative career choices. This helps students to make more effective postsecondary plans, such as choosing a college major, thereby increasing the probability that they will succeed.

As I pointed out above, college students are much more likely to simply drop out than flunk out. For many, college is a default decision; not knowing what else to do or having nothing better to do, students apply with the hope — perhaps it is closer to the truth to say with their parents' hope — that they will find direction in college. Unfortunately, for most this does not happen. Instead, they either drop out or change majors and, more likely than not, graduate with a major in the arts and sciences with which only one-third will find employment commensurate with their education. Parents recognize the problem, with the vast majority indicating on polls that they support a definite role for high schools in helping students develop tentative career plans. Thus we find more and more high schools developing programs toward this goal, including instituting career pathways, career majors, etc.

The key to the success of these efforts is that they provide the opportunity for high school juniors and seniors to verify in a real-world context their tentative preference for careers. A recent assessment of the school-to-work program found, for example, that the closer career verification programs were to the real workplace environment, the more effective teens perceived them to be.¹⁶

Among those offerings preferred by teens were CTE in general and work study/cooperative education/internship CTE programs in particular. For example, some CTE departments — typically equipped with modern, state-of-the-art technology equipment or simulators — now offer special short courses for baccalaureate-bound students, especially in engineering, health, electronics, and information technology. Meanwhile, it is the CTE faculty members who are the most likely to hold state certification in supervising school-sponsored work experience programs.

So, let us return to the original question: How are today's high school students best served? Should we, as argued by some federal government officials and implied by the language of NCLB, return to the 19th-century model of a common academic curriculum that assumes all high school students aspire to and are capable of pursuing a four-year college education? Or is the present system still superior, in which a high school program of study includes a number of options, such as CTE, Advanced Placement, special education, etc.?

I have argued here that the common academic curriculum approach offers little of relevance to more than half of all students, especially the 25% who drop out and the 30% who graduate and move directly into the work force. The lack of an alternative to strict academics is one reason why most dropouts choose to leave school in the first place. And while academics are important for any occupation, any labor market advantage for the work-bound high school student who is competing for jobs that provide career possibilities and a living wage comes from having occupation-specific skills as well.

Contrary to the arguments of some, CTE is not inconsistent with NCLB. Today most CTE concentrators take basically the same number and type of academic courses as non-CTE students, and they graduate with equivalent test scores. And even among the college-bound, some — namely teens who aspire to postsecondary, pre-baccalaureate technical education — find the traditional college-prep program alone irrelevant and opt for CTE as well. Meanwhile, the CTE experience holds the potential to assist all teens in verifying tentative career plans as a prerequisite to making their postsecondary plans.

Thus I argue that if — as suggested by NCLB language — the goal is to provide options to high school students after they graduate, then the way to do so is to ensure that options are available to them in high school programs of study. The argument can be summed up in one line: *CTE is to some students what the honors curriculum is to others.* It is an option that they find more relevant in light of their

aspirations and talents. Without high school CTE programs, the high school dropout rate will probably increase; work-bound students will graduate prepared only for low-skills/low-wage, dead-end employment; and tech prep, the only high school academic program specifically designed to prepare students for college-level technician training, will be gone. Less CTE will mean less opportunity for students and, in the long run, less prosperity for us all.

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12. Jane Okou, "Academic and Transitional Experiences of High School At-Risk Youth" (Doctoral dissertation, Pennsylvania State University, 2004).

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R277. Education, Administration.

R277-462. Comprehensive Counseling and Guidance Program.

R277-462-1. Definitions.

~~[B]~~A. "Board" means the Utah State Board of Education~~[-and Applied Technology Education].~~

~~[E]~~B. "Comprehensive Counseling and Guidance Program" or "Program" means the organization of resources to meet the priority needs of students and inform and involve parents or guardians through four delivery system components:

(1) school guidance curriculum which means providing guidance content to all students in a systematic way;

(2) individual student planning which means individualized education and career planning, including student educational and occupational planning~~[-component which means individualized education and career planning]~~ with all students;

(3) responsive services component designed to meet the immediate concerns of certain students; and

(4) system support component which addresses management of the Program and the needs of the school system itself.

~~[D]~~C. "Comprehensive Counseling and Guidance Steering and Advisory Committee" means representatives designated by the USOE comprised of school district counseling supervisors, school district ~~[ATE]~~career and technical education directors, PTA, the school counselor professional association,~~[-and]~~ practicing school counselors, and others designated by the USOE.

D. "Counselor to student ratio" means licensed school counselors full time equivalent (FTE), or percentage thereof, who by license and assignment are identified as school counselors for secondary students on October 1 of each year compared to the secondary student enrollment on October 1 of each year.

E. "Direct services" means time spent on the school guidance curriculum, individual student planning, including SEOP, and responsive services activities meeting students' identified needs as discerned by students, school personnel and parents or guardians consistent with school district and charter school policy.

F. "School counselor" means an educator licensed as a school counselor in the state of Utah consistent with R277-506 and assigned to provide counseling services.

G. "Secondary school" means a school providing services to students in grades 7-12.

H. "Secondary student" means a student in grades 7-12.

~~[F]~~I. "SEOP" means student education occupation plan~~[s and processes]~~. An SEOP is a developmentally organized intervention process that includes:

(1) a written plan, updated annually, for a student's (grade 9-12, at a minimum) education and occupational preparation;

(2) all Board, local board and local charter board graduation requirements;

(3) evidence of parent or guardian, student, and school

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representative involvement annually;

(4) attainment of approved workplace skill competencies, including job placement when appropriate; and

(5) identification of post secondary goals and approved sequence of courses.

[G]J. "Student achievement" means academic performance, career development, personal/social development, ~~[retention]~~continued student engagement in learning, attendance, SEOP outcomes and other measures of adequate yearly progress.

[H]K. "USOE" means the Utah State Office of Education.

[A]L. "~~[A]~~Utah Career and Technical Education Consortium" means representatives of nine ~~[A]~~Career and Technical Education Regional Planning Areas.

[I]M. "WPU" means weighted pupil unit, the basic unit used to calculate the amount of state funds for which a school district or charter school is eligible.

R277-462-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and authority over public education in the Board, by Section 53A-1a-106(2)(b) which directs local boards to develop policies for the implementation of student education plans (SEP) or SEOPs, and by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. This rule establishes standards and procedures for entities applying for funds appropriated for Comprehensive Counseling and Guidance Programs administered by the Board.

C. This rule establishes counselor to student ratios as a requirement for all secondary schools.

D. This rule establishes provisions for school districts and charter schools not meeting the minimum counselor to student ratios.

E. This rule directs that local school district, charter school and building level policies and practices shall free licensed school counselors for appropriate identified activities with secondary students. School counselors shall not devote significant time to non-school counseling activities, including test coordination and assessment and other activities inconsistent with the Program.

R277-462-3. Comprehensive Counseling and Guidance Program Approval and Qualifying Criteria.

A. Comprehensive Counseling and Guidance disbursement criteria:

(1) In order to qualify for Comprehensive Counseling and Guidance Program funds, secondary schools shall implement SEOP policies and practices, consistent with Section 53A-1a-106(2)(b), local board or charter school governing board polic[~~y~~]ies, and the

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school improvement plans developed for Northwest Accreditation and required under Section 53A-1a-108.5.

(2) Consistent with the Utah Model for Comprehensive Counseling and Guidance: K-12 Programs, [E]each school[, including] district and charter school[s] secondary school, which has a USOE-approved school counseling program [Comprehensive Counseling and Guidance Program] shall receive a WPU base[- of 6 WPU-] for the first 400 students as determined by the October 1 enrollment of the previous fiscal year, and a per student allotment, as funds are available, for each additional student beyond 400, capping at a maximum 1200 students if the local Program maintains Program criteria and ratios required in R277-462-5.

(3) Priority for funding shall be given [for]to grades nine through twelve for [ATE]career and technical education programs including the Comprehensive Counseling and Guidance Program and any remaining funds shall be allocated to grades seven and eight for the schools which meet Comprehensive Counseling and Guidance Program standards. Funds directed to grades seven and eight shall be distributed according to the formula under R277-462-3A(2) following the distribution of funds for grades nine through twelve.

(4) The charter school or school district Comprehensive Counseling and Guidance Program shall be integrated into the mission of the school and be consistent with the Northwest Accreditation process as defined in R277-413, Accreditation of Secondary Schools, Alternative or Special Purpose Schools. School counselors shall provide evidence that the Comprehensive Counseling and Guidance Program contributes to student achievement included in the local school improvement plan[- developed as part of the Northwest Accreditation process].

(5) Secondary [S]schools shall qualify [to receive]for Comprehensive Counseling and Guidance Program funds through participation in a regular schedule of on-site reviews by team members [designated]determined by the school district or the charter school's authorizing agency. Scheduling of the on-site review process shall be coordinated with the Northwest Accreditation process for secondary schools as defined in R277-413 and shall, at a minimum, take place every [three]six years with three year interim reviews, in a format determined by the school district or charter school authorizing agency. Successful on-site reviews of the Comprehensive Counseling and Guidance Program shall indicate a balance of activities consistent with Program models and goals in individual student planning, guidance curriculum, responsive services and system support.

(6) If a charter school requires assistance from a school district in conducting the charter school's on-site review, the charter school shall compensate the school district in a reasonable amount agreed upon between the school district and the charter school.

([6]7) Consistent with Section 53A-17a-113(5), of the monies

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allocated to Comprehensive Counseling and Guidance Programs, \$1,000,000 in grants shall be awarded to school districts and charter schools that:

(a) provide an equal amount of matching funds; and
(b) do not supplant other funds used for Comprehensive Counseling and Guidance Programs[~~and~~

~~(c) show effort to make the counselor to student ratio for Comprehensive Counseling and Guidance Programs no greater than one counselor for every 350 students.~~

~~(7) Districts and charter schools shall include in their annual Request for Proposal to the USOE for Comprehensive Counseling and Guidance Program funds a description of sources for the matching funds and a confirmation that such monies shall be used to reduce counselor to student ratios or maximize direct services to students by school counselors].~~

[(8)] Comprehensive Counseling and Guidance Program funds shall be distributed to school districts and charter schools for secondary schools [~~within the district or charter schools~~] that have completed a regular schedule of on-site reviews and that meet all of the following criteria:

(a) Approval of the Comprehensive Counseling and Guidance Program by the local board of education or charter school governing board and on-going communication with the local or governing board regarding Program goals and outcomes supported by data;

(b) Regular participation of guidance team members in USOE sponsored Comprehensive Counseling and Guidance training;

(c) Adequate resources and support for guidance facilities, material, equipment, clerical support, and school improvement processes;

(d) Evidence that eighty percent of aggregate counselors' time is devoted to DIRECT service to students through a balanced program of individual planning, school guidance curriculum, and responsive services consistent with the results of the school needs data;

(e) Communication, collaboration, and coordination within the feeder system regarding the Comprehensive Counseling and Guidance Program;

(f) School-wide student/parent/teacher needs assessment data for the Comprehensive Counseling and Guidance Program gathered and analyzed at least every three years;

(g) Structures and processes to ensure effective Program management including advisory[~~and~~]/steering committees functioning effectively, school counselors working as Program leaders, and the Comprehensive Counseling and Guidance Program contributing to school improvement teams;

(h) Available [R]responsive services[~~are available~~] to address the immediate concerns and identified needs of[~~all~~] students through an education-oriented and programmatic approach; [~~and in collaboration~~] services should compliment and coordinate with existing school programs, [~~and coordination with~~] famil[y]ies, and

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school and community resources;

(i) Delivery to students of a developmental and sequential school guidance curriculum in harmony with content standards identified in the Utah model for the Comprehensive Counseling and Guidance Program. Guidance curriculum is prioritized according to the results of the school needs assessment process;

(j) Assistance for students in career development, including awareness and exploration, job seeking and finding skills, and post high school placement;

(k) ~~[Establishment of]~~ Facilitation by [S] school counselors of Student Education Occupation Planning (SEOP), both as a process and a product ~~[-consistent with local board or charter school governing board policy and goals of the Utah Model for Comprehensive Counseling and Guidance Program, Northwest Accreditation, R277-413, and Applied Technology Education, R277-911]; [-and]~~

(l) Involvement of parents/guardians in all available Comprehensive Counseling and Guidance Program steering/advisory committees; and

([+]) ~~[All]~~ Program elements ~~[are]~~ that are designed to recognize and address the ~~[diverse]~~ needs of ~~[every]~~ diverse students.

B. All school districts ~~[may qualify schools for the]~~ and local charter governing boards that receive Comprehensive Counseling and Guidance Program funds ~~[and districts and charter school governing boards]~~ shall provide written certification ~~[in writing]~~ that all Program standards are ~~[being]~~ met by each school ~~[receiving funds under this rule and meet the following deadlines: The "Form for Program Approval" shall be received by the USOE from schools scheduled for review in the three year cycle no later than May 1 of each year for disbursement of funds the next year]~~ consistent with USOE cycles, and using USOE forms. All schools and charter schools receiving Comprehensive Counseling and Guidance Program funds shall provide school-based data projects demonstrating program or intervention effectiveness as required by the USOE.

~~[R277-462-4. Use of Funds.~~

~~A. Funds disbursed for this Program shall be used by the district in the district secondary schools in grades seven through twelve to provide a guidance curriculum and an SEOP for each student at the school, to provide responsive services, and to provide system support for the Comprehensive Counseling and Guidance Program. Such costs may include the following:~~

~~(1) personnel costs;~~

~~(2) career center equipment such as computers, or media equipment;~~

~~(3) career center materials such as computer software, occupational information, SEOP folders, and educational information;~~

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~~(4) in-service training of personnel involved in the Comprehensive Counseling and Guidance Program;~~

~~(5) extended day or year if REQUIRED to run the Program; and~~

~~(6) guidance curriculum materials for use in classrooms.~~

~~B. Funds shall not be used for non-guidance purposes or to supplant funds already being provided for the Comprehensive Counseling and Guidance Program except that:~~

~~(1) Districts or charter schools may pay for the costs incurred in hiring NEW personnel as a means of reducing the pupil/counselor ratio and eliminating time spent on non-guidance activities in order to meet the Program criteria.~~

~~(2) Districts or charter schools may pay other costs associated with a Comprehensive Counseling and Guidance Program which were incurred as a part of the Program during the implementation phase but which WERE NOT a regular part of the Program prior to that time.]~~

R277-462-4. Student Education Occupation Planning.

A. School district and charter school secondary schools that receive Comprehensive Counseling and Guidance funds shall complete written SEOPs for all students.

B. Plans shall be signed by parents/guardians.

C. Plans shall be completed for students prior to the beginning of their ninth grade years.

D. Plans shall be maintained by the student's school.

E. Students' course registration and class changes shall be consistent with their written SEOPs.

F. The SEOP process shall be carried out consistent with the policies and goals of the school districts' or charter schools' Comprehensive Counseling and Guidance Program models.

R277-462-5. School Counselor to Student Ratios.

A. All school districts and charter schools shall certify to the USOE by October 1 annually:

(1) the full time equivalent licensed school counselors employed and assigned to each school;

(2) that secondary school counselor to secondary student ratios at the school district or charter school level are one (counselor) to 350 (students) or better; and

(3) that variations requiring less than a .25 full time equivalent licensed school counselor shall be permitted at the school level.

B. May 1 annually, school districts and charter schools not meeting the ratio required under R277-462-5A(2), shall submit to the Board a plan to be approved for meeting established ratios in a reasonable time frame to continue to receive Comprehensive Counseling and Guidance Program and Minimum School Program funding.

C. School districts and charter schools that do not satisfy required counselor to student ratios shall receive reasonable

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notice and reasonable time periods and opportunities to explain and remedy the failure to comply.

D. As additional funds for Comprehensive Counseling and Guidance Programs become available, lower counselor to student ratios may be required following Board approval and adequate notice to schools districts and charter schools.

R277-462-6. Use of Comprehensive Counseling and Guidance Program Funds.

A. School districts and charter schools shall satisfy all provisions of R277-462 including established counselor to student ratios, in order to receive Comprehensive Counseling and Guidance Program funds.

B. Funds shall be used for students in grades 7-12.

C. Funds may be used to provide a school guidance curriculum.

D. Funds may be used to provide student activities that support the SEOP process.

E. Funds may be used for personnel costs for clerical positions that support the SEOP process.

F. Funds may be used for Career Center equipment or materials such as computers, media equipment, computer software, occupational information, SEOP folders or educational information.

G. Funds may be used for professional development for personnel involved in the Comprehensive Counseling and Guidance Program.

H. Funds may be used for the expenses of extended days or years which are required to run the Program.

I. Funds may be used for guidance curriculum materials for use in classrooms.

J. Funds may be used at a minimum for one secondary school counselor, per school, per year to pay for membership in the American School Counselor Association (ASCA) to facilitate accessing research and resources for effective Program implementation and effective student interventions and outcomes.

R277-462-[5]7. Variances, Accountability and Reporting.

A. New schools that are created from schools that have Northwest accreditation and USOE Comprehensive Counseling and Guidance Program approval may qualify for Comprehensive Counseling and Guidance Program funding under this rule in the schools' first year of operation.

B. Charter schools and other new school district schools not meeting the requirements of R277-462-5A may receive Comprehensive Counseling and Guidance Program funding following two years of planning, training and [p]Program implementation.

C. USOE Data Gathering

(1) The USOE shall gather data annually in October from school districts and charter schools regarding the number and assignments of school counselors.

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(2) The data shall be used to determine secondary school district and charter school compliance with this rule, including required ratios.

[E]D. The USOE shall monitor the Program statewide and [provide]prepare an annual report [on its progress and success]for the Legislature and the Board including data and compliance information.

[D]E. School [D]districts or charter schools shall certify on an annual basis that previously qualified schools continue to meet the Program criteria and provide the USOE with data and information on the Program [as]upon request[ed].

KEY: public education, counselors

Date of Enactment or Last Substantive Amendment: ~~[August 7, 2007]~~2009

Notice of Continuation: September 7, 2004

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-15-201; 53A-17a-131.8

Comprehensive Counseling & Guidance: K-12 Programs
RFP FY10 - Counselor to Student Ratio District Worksheet

ALPINE SCHOOL DISTRICT

MIDDLE/JUNIOR HIGH SCHOOLS	7th	8th	9th				1 Oct 2008 Enrollment	Self Contained	Total School Enrollment	Target Counselor FTE 1:350	Current Counselor FTE	Over/Under	Meets Standard Y/N	Number of Support Personnel for CCGP	School Psychologist FTE	Social Worker FTE
American Fork	528	508	499				1,535	65	1,600	4.57						
Canyon View	393	367	368				1,128	39	1,167	3.33						
Lakeridge	389	392	380				1,161	20	1,181	3.37						
Lehi	431	418	407				1,256	13	1,269	3.63						
Mountain Ridge	398	447	401				1,246	17	1,263	3.61						
Oak Canyon	365	428	411				1,204	27	1,231	3.52						
Orem	257	283	274				814	36	850	2.43						
Pleasant Grove	446	460	418				1,324	19	1,343	3.84						
Timberline	398	420	390				1,208	17	1,225	3.50						
Willowcreek	637	595	502				1,734	33	1,767	5.05						
Junior High Total	4,242	4,318	4,050				12,610	286	12,896	36.85						

SENIOR HIGH SCHOOLS	7th	8th	9th	10th	11th	12th	1 Oct 2008 Enrollment	Self Contained	Total School Enrollment	Target Counselor FTE 1:350	Current Counselor FTE	Over/Under	Meets Standard Y/N	Number of Support Personnel for CCGP	School Psychologist FTE	Social Worker FTE
American Fork				663	648	514	1,825	46	1,871	5.35						
Lehi				817	762	626	2,205	22	2,227	6.36						
Lone Peak				702	687	664	2,053	21	2,074	5.93						
Mountain View				470	454	461	1,385	18	1,403	4.01						
Orem			2	366	378	359	1,105	31	1,136	3.25						
Pleasant Grove				616	611	522	1,749	29	1,778	5.08						
Timpanogos High				489	489	438	1,416	24	1,440	4.11						
East Shore (Full Time)			17	35	90	198	340	23	363	1.04						
Senior High Total			19	4,158	4,119	3,782	12,078	214	12,292	35.12						

District Total							24,688	500	25,188	71.97						
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Instructions

Target FTE is calculated by dividing the School Total by 350
 Current FTE is the Number of Licensed School Counselors in the building (Full Time Counselors = 1.0, 1/2 Time = .50, etc)
 Over/Under is calculated by subtracting the Target FTE from the Current FTE
 Schools meet the standard if they are not understaffed by more than .25 of an FTE

Definition

School counselor means a licensed school counselor assigned as a school counselor for secondary students on October 1st.

Superintendent Signature _____ Date _____

Comprehensive Counseling and Guidance: K-12 Programs
Secondary Counselor Index

Counselors						*****	Students	*****					
2	600 300:1	700 350:1	800 400:1										
3			800 266:1	1,050 350:1	1,200 400:1								
4					1,200 300:1	1,400 350:1	1,600 400:1						
5							1,600 320:1	1,750 350:1	2,000 400:1				
6									2,000 333:1	2,100 350:1	2,400 400:1		
7											2,400 342:1	2,450 350:1	2,800 400:1

350 ~ District Target Number

250 ~ American School Counselor Association recommen

Winter Counselors Conference



Friday, February 6, 2009
Salt Lake Community College—Redwood
4600 South Redwood Road, Salt Lake

**In This Place and Time: Counseling and
Empowering Pacific Islander Students**

Registration

Pre-Registration Fee: \$15.00
Registration after January 15: \$20.00

**Send registration forms and checks made
payable to **USCA** to:**

Christopher Abbott, CTE
Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200
Phone: 1-801-538-7863
Fax: 1-801-538-7868
E-mail: christopher.abbott@schools.utah.gov

Name _____

School _____

District _____

Position _____

Phone _____

E-mail _____

Keynote Speaker:
Alema Harrington

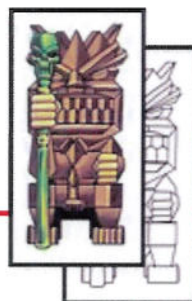


8:00 - 8:30 a.m.	Registration
8:30 - 10:00 a.m.	Opening Session
10:15 - 12:10 p.m.	Sessions 1 & 2
12:10 - 1:30 p.m.	Lunch
1:30 - 3:30 p.m.	Sessions 3 & 4
3:30 - 4:00 p.m.	Evals/Adjourn

A'ohe pau ka' ike I ka hūlau hō'okahi

Not all learning is done in one
school
(One can learn from many sources)

- Mary Kawena Pukui



STATE OFFICE OF
ETHNIC AFFAIRS

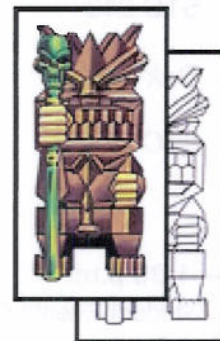


In This Place and Time: Counseling and Empowering Pacific Islander Students

Friday, February 6, 2008

SLCC Redwood Campus

Agenda



8:00 a.m. – 8:30 a.m. Oak Room

Registration
Continental Breakfast
Sponsored by Sylvan Learning Center

8:30 a.m. – 10:00 a.m. Oak Room

Opening Session & Acknowledgements
Tom Sachse, Utah State Office of Education

Welcome
Deneece Huftalin, Vice President of Student Services, SLCC

UACTE Business
Jerry Corbitt, UACTE President, Guidance

USCA Business
Tami Larsen, USCA President

Greeting
Fotu Katoa, State Office of Ethnic Affairs, Director of Pacific Islander Affairs

Pacific Islander Protocol

National Anthem
Neti Taumoepeau/676

Invocation

Introduction of Keynote Speaker
Fotu Katoa, State Office of Ethnic Affairs, Director of Pacific Islander Affairs

Keynote Speaker
Alema Harrington

10:15 a.m. – 11:05 a.m. Session 1

Oak Room:

"I wish I would have known" Student Panel

Diana Bevan, Outreach Specialist, Salt Lake Community College
Latu Kinikini, Academic & Career Advisor, Salt Lake Community College
Social Influences to consider when working with Pacific Islander Students
Hema Katoa, Salt Lake County COY, Community Advisory Board

STC 223:

STC 213:

STC 219:

STC 221:

Pacific Islanders: From Island Villages to American Cities
Anapesi Kaili, Director, Pacific Initiative, University of Utah
Pacific Islander Speak Out; Communicating with Parents
Dottie Alo, Guidance Counselor, Granite School District
Uinalu Fonua, Guidance Counselor, Kearns High School
Oliana Tuia, Intervention Specialist, Granger high School
Questioning Kava: Culture, Identity, and Pacific-American Youth
Jacob Fitisimanu, Medical Student, University of Utah School of Medicine

WINTER COUNSELOR CONFERENCE

11:20 a.m. – 12:10 p.m. **Session 2**
 STC 219: **Creating Cultural Bridges of Opportunity with Pacific Islander Students**
 Charlene Lui, Director, Educational Equity, Granite School District
 STC 223: **Social Influences to consider when working with Pacific Islander Students**
 Hema Katoa, Salt Lake County COY, Community Advisory Board
 STC 213: **Pacific Islanders: From Island Villages to American Cities**
 Anapesi Kaili, Director, Pacific Initiative, University of Utah
 Oak Room: **Empowering Parents**
 David Kinikini, Pacific Islanders Program Coordinator, University of Utah
 STC 221: **Questioning Kava: Culture, Identity, and Pacific-American Youth**
 Jacob Fitisimanu, Medical Student, University of Utah School of Medicine

12:10—1:30 p.m. **Lunch**
 Student Events Center **Meal**
 (Main level, West Hall) **USCA Human Rights Awards**
 Robin Raine, Chairperson, USCA Human Rights Committee

1:30 p.m. – 2:20 p.m. **Session 3**
 Oak Room: **"I wish I would have known" Student Panel**
 Diana Bevan, Outreach Specialist, Salt Lake Community College
 Latu Kinikini, Academic & Career Advisor, Salt Lake Community College
 STC 223: **Social Influences to consider when working with Pacific Islander Students**
 Hema Katoa, Salt Lake County COY, Community Advisory Board
 STC 213: **'Auhia Kae Kisu Atu Pe: A Journey Against the Tides**
 Anapesi Kaili, Director, Pacific Initiative, University of Utah
 Eruera (Edwin) Napia, Special Projects Coordinator, Indian Walk-In Center
 STC 221: **Pacific Islander Speak Out; Communicating with Parents**
 Dottie Alo, Guidance Counselor, Granite School District
 Uinalu Fonua, Guidance Counselor, Kearns High School
 Oliana Tuia, Intervention Specialist, Granger high School
 STC 219: **Resource Panel**
 Fotu Katoa, State Office of Ethnic Affairs, Director of Pacific Islander Affairs

2:35 p.m. – 3:25 p.m. **Session 4**
 STC 223: **Creating Cultural Bridges of Opportunity with Pacific Islander Students**
 Charlene Lui, Director, Educational Equity, Granite School District
 STC 213: **'Auhia Kae Kisu Atu Pe: A Journey Against the Tides**
 Anapesi Kaili, Director, Pacific Initiative, University of Utah
 Eruera (Edwin) Napia, Special Projects Coordinator, Indian Walk-In Center
 Oak Room: **Empowering Parents**
 David Kinikini, Pacific Islanders Program Coordinator, University of Utah
 STC 221: **Questioning Kava: Culture, Identity, and Pacific-American Youth**
 Jacob Fitisimanu, Medical Student, University of Utah School of Medicine
 STC 219: **Resource Panel**
 Fotu Katoa, State Office of Ethnic Affairs, Director of Pacific Islander Affairs

3:30 p.m. – 4:00 p.m. Turn in Evaluation and Credit Forms/Adjourn
Credit forms will not be accepted until this time – NO EXCEPTIONS!
Prize Drawings!!!
Must be present to win any drawings.

Comprehensive Counseling and Guidance: K-12 Programs

Call For Presentations

Individual Planning K-12: The Stuff That Dreams Are Made On

Westminster College, Salt Lake City

June 10 - 11, 2009

The 2009 counselor summer conference is sure to be an exciting event, attracting hundreds of counselors, as well as teachers and administrators, from across the State.

The conference, Wednesday June 10th and Thursday June 11th will be at Westminster College in Salt Lake City. The training sessions, on Thursday, are three-hours long while Wednesday's break-out sessions will be limited to 50 minutes.

A key to the conference success is always the counselor's presentations where you share your knowledge and experience on a specific aspect of the Comprehensive Counseling and Guidance Program. We would like to invite you to present.

The theme this year is *Individual Planning K-12: The Stuff That Dreams Are Made On* and we are looking for presentations that are interactive, engaging, insightful and informative, and enriches others in education and counseling. Consider submitting a proposal to:

- ▶ Share results, pitfalls, successes, and lessons learned about data projects.
- ▶ Provide hands-on examples and tools.
- ▶ Facilitate an interactive discussion about a hot issue or opportunity.
- ▶ Encourage participants to share their experiences and exchange ideas on a particular issue, challenge, trend, or opportunity.
- ▶ Invite and assemble a panel of counselors/educators and/or community members to share their experiences and ideas.
- ▶ Educate and train your peers on a particular skill in responsive services, guidance curriculum, career exploration and development, the SEOP process or systems support.
- ▶ Explore new thought and information technologies.
- ▶ Discuss parent involvement challenges and ways to respond to these challenges.

Presenters may be eligible to receive a stipend (one stipend per presentation):

- ▶ \$150 for presenting two 50-minute sessions
- ▶ \$250 for one three-hour training.

Comprehensive Counseling and Guidance: K-12 Programs

CTE Summer Conference

Wednesday and Thursday, **June 10 – 11, 2009**

Westminster College

Call for Presentations

Proposals due **January 25, 2009**

Individual Planning K-12: The Stuff That Dreams Are Made On

Presenter(s): _____

School or Agency: _____

Address: _____

Email: _____

Work phone:: _____ : _____ Home Phone: _____

Title of Proposed Presentation: _____

Audience: K-6 _____ Middle School/Junior High _____ High School _____

Proposed Format:

Breakout Session (Wednesday, June 10, 2009) – 50 minutes AM _____ PM _____ or BOTH _____

OR

Skill Building Session (Thursday, June 11, 2009) – 3 hours _____ (AM and PM)

Goal or Objective of Session: _____

Audio Visual Equipment Needed: _____

BELIEFS, MISSION, PHILOSOPHY

BELIEFS

All students can succeed at high levels if given sufficient support.

We value diversity.

All students should receive a quality education and the development of the whole child.

All students should have access to skills, knowledge, and dispositions provided by school counseling professionals.

All students should graduate with the necessary career decision making and management skills that are necessary to succeed in postsecondary training, and the workplace.

MISSION

Every student in the State of Utah will graduate from high school with the skills, knowledge, and dispositions essential for success.

PHILOSOPHY

A school counseling program is...

- > Comprehensive in scope
- > Preventative in design
- > Developmental in nature
- > Student Centered
- > Conducted in collaboration
- > Driven by data
- > An integral part of the total education program

CAREER PATHWAYS WITHIN EIGHT AREAS OF STUDY

Agricultural Education

- > Agricultural Systems Technology
- > Horticulture Science & Management
- > Natural Resources Science & Management
- > Production/Processing Animal Science
- > Production/Processing Plant & Soil Science
- > Production/Processing Science & Management

Business Education

- > Accounting & Finance
- > Business Administrative Support
- > Business Entrepreneurship
- > Business Management
- > Business Technology Support

Family & Consumer Sciences Education

- > Child Development
- > Consumer Economics Services
- > Family & Human Services
- > Fashion Design, Manufacturing & Merchandising
- > Food Science, Dietetics & Nutrition
- > Food Service & Culinary Arts
- > Hospitality Services
- > Interior Design

Health Science & Technology Education

- > Biotech Research & Development
 - > Biotechnology
- > Health Informatics
 - > Medical Office Administrative Assistant
- > Therapeutic Services
 - > Dental
 - > Emergency Medical Technician (EMT)
 - > Medical Assistant
 - > Nursing
 - > Pharmacy
 - > Surgical Technician
 - > Therapeutic Rehabilitation/Exercise

Information Technology Education

- > Information Support & Services
 - > Database Development & Administration
 - > Technical Support
- > Interactive Media
 - > Digital Media (Multimedia)
 - > Web Development & Administration
- > Network Systems
 - > Programming/Software Development

Marketing Education

- > Marketing Entrepreneurship
- > Marketing Management
- > Sales & Service Marketing
- > Travel & Tourism

Skilled & Technical Sciences Education

- > Building Trades
 - > Carpentry
 - > Electrician
 - > HVAC
 - > Plumbing
- > Communications
 - > Broadcasting Technician
 - > Medical Imaging Service Technician
 - > Television Repair
 - > Video Production Service Technician
- > Manufacturing
 - > Drafting
 - > Machine
 - > Welding
- > Personal Services
 - > Cosmetology/Barbering
 - > Esthetician/Nail Technician
- > Protective Services
 - > Firefighting
 - > Law Enforcement
- > Visual Arts
 - > Commercial Art
 - > Commercial Photography

Technology & Engineering Education

- > Pre-Engineering (Utah Pre-Engineering Program)
- > Project Lead the Way (National Pre-Engineering Program)

CTE FACTS & STATS 2007-2008

Utah students enrolled in CTE courses include:

- > 71,101 males
- > 65,945 females
- > 137,046 9th-12th graders

Student participation:

- > Over 8,000 high school students completed a specific CTE Pathway
- > Over 70,000 high school students earned credit hours by CTE study
- > Over 86,000 certificates were awarded to students.
- > Over 138,000 students participate in internships, job shadows, field experiences, and career fairs annually.
- > Over 137,000 students (grades 9-12) participate in CTE courses annually.
- > CTE graduates find employment 2.2 times faster than graduates from general education programs.
- > Eighteen of the 20 fastest growing occupations within the next decade will require Career and Technical Education.

Utah Comprehensive Counseling and Guidance: K-12 Programs

TCG

DIRECTORY

Utah State Office of Education
250 East 500 South/2.O. Box 144200
Salt Lake City, UT 84114-2000

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

Mary Shumway
State Director of Career and Technical Education

CCGP CONTACTS

Coordinator, K-12 Counseling and Guidance	Dawn Stevenson	801-538-7851
Secondary Comprehensive Counseling and Guidance Support Staff	Tom Sachse	801-538-7962
CTE State Director	Mary Shumway	801-538-7594
Agriculture	Buddy DeLong	801-538-7867
Business	Janet Goble	801-538-7855
Economics	Julie Felsky	801-538-7843
Family & Consumer Sciences	Pearl Harrington	801-538-7851
Health Science & Technology	Thalea Johnson	801-538-7843
Information Technology	Carl Lyman	801-538-7946
Marketing	Dale Stephens	801-538-7867
Skilled & Technical Sciences	Dave Milliken	801-538-7855
Technology & Engineering	Darrell Andelin	801-538-7598
Coordinator, CTE Programs and Financial Accountability	Dr. Marv Johnson	801-538-7843
Coordinator, CTE Programs	Craig Stoker	801-538-7738
Skill Certificate	Renee Hyer	801-538-7853
CTE Intro, Nontraditional, Work-Based Learning	Sherry Marchant	801-538-7594
Utah Career Resource Network	Kristine Dobson	800-733-7887
Utah System of Higher Education	Dr. Gary Wixom	801-321-7100

CTE PATHWAYS: CONNECTING HIGH SCHOOL TO COLLEGE AND CAREER

Students are in the driver's seat when it comes to planning what classes they are going to take in high school. However, as a school counselor you play an important role in their decision making. Giving each student direction and guidance on how to fulfill the state's graduation requirements and choosing courses that correspond to their interest area and CTE Pathway is one way to help each student load up their truck. (SEOP) you will be able to give them direction in planning their career path.

DRIVER

English	Math	Science	Social Studies	CTE	Elective	Elective
English	Math	Science	Social Studies	Elective	Elective	Elective
English	Math (2011)	Science (2011)	Social Studies	Elective	Elective	Elective
English (2011)	Physical Education	Physical Education	Fine Arts	Computer Technology	Elective	Elective
		Health	Fine Arts	Financial Literacy	Elective	Elective

CCGP CTE Introduction Concurrent Enrollment Skill Certificate Work-Based Learning CTSO

CTE: GIVING STUDENTS THE EDGE THROUGH THE SEOP.

As students complete their four-year plan they should choose courses from a variety of programs offered by the school which meets their graduation requirements and the entrance requirements for Utah's post-secondary institutions. As students prepare for life after high school it is important to explore programs, plan their next steps, and choose the school best fits their needs. School counselors are responsible for directing students toward their career goals after high school.

FACTS

EXPLORE	PLAN	PREPARE	SELECT
Goals:	Career Pathway Courses:	Requirements:	Application/Fees:
Desires:	Education/Training Options:	Available Scholarships:	Deadlines:
Abilities:	Post-secondary Institution:	Financial Aid:	Visits:
Interests:	Next-steps:	Work Study:	Contacts:

CTE UCAT Colleges and Universities

CTE Introduction Summer Conference Training

All 19 Career Development Lessons have been revised or rewritten.

June 19, 2009

Syracuse High School

8:00 a.m. to 4:00 p.m.

We request that at least one counselor and one teacher from each team attend the conference.

**Registration is done on the USU Summer Conference Site
(Limited onsite registration, please register online in advance.)**

No registration fee

Lunch provided

Professional Development Credit Available

A block of rooms are reserved at 2 Marriott sites

Consortium CTE Skill Testing Update 1/28/2009

1) Skill Testing Stats, as of January 23, 2009

- a) Total Tests – 81,758
- b) 80,805 online tests (90%)
- c) 953 paper tests (1%)
- d) 49,522 (61%) online tests in eight days (Jan. 6 to Jan. 15) avg. 6,190
- e) 16,840 (21%) online tests in two days (Jan. 13-14) avg. 8,420

2) CTE Test Load in conjunction with CTE month

- a) Correspondence via email this week
- b) February 10, 2009 (9:30 am to 9:45 am)
- c) Teacher Volunteers – Deadline Feb. 3rd
- d) Goal 7,000 to 9,000 concurrent users
- e) CTE awareness assessment activity

3) Skill Test Revisions for 2009-10

- a) Reviewing/revising 63 tests (50%)
- b) Teacher group meetings – February 23rd to April 30th
- c) Electronic follow-up
- d) Final Revisions June 15th – July 31st

4) Two PLTW Tests Approved – January 26, 2009

- a) Courses are approved and being taught this year
 - i) Civil Engineering
 - ii) Aerospace
- b) Electronic Vote – no budget impact

5) CTE Skill Test Committee Meeting

- a) Wednesday, April 29, 2009
- b) Agenda items to Committee Region Reps
 - Doug Golding dgolding@alpine.k12.ut.us
 - Renee Hyer renee.hyer@schools.utah.gov